

**THE INFLUENCE OF USING INQUIRY CHART STRATEGY TOWARDS  
STUDENTS' READING COMPREHENSION ABILITY IN DESCRIPTIVE  
TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE OF  
SMP PERINTIS 2 BANDAR LAMPUNG  
IN ACADEMIC YEAR OF 2019/2020**



**An Undergraduate Thesis**

Submitted as Partial Fulfillment of the Requirement for S-1 Degree

By :

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## ABSTRACT

Reading comprehension is one of skill must be mastered by students because by reading comprehension students can get new information and knowledge. In reading text, we can find new information and knowledge. Based on preliminary research, students' reading comprehension ability at SMP Perintis 2 Bandar Lampung still did not understood with what they read. To solve this problem, the researcher applied Inquiry Chart Strategy. Inquiry Chart Strategy is one of strategy that can be more interactive in learning process. The objective of this research was to know significant of using inquiry chart strategy towards the students' reading comprehension ability in descriptive text at the first semester of eighth grade of SMP Perintis 2 Bandar Lampung in academic year of 2019/2020.

In this research, the research design was quasi experimental design with pre-test and post-test. The treatment was conducted in three meetings. The sample of the research was taken from two classes, VIII E as experimental class and VIII F as control class. Experimental class consists of 27 students and control class consists of 28 students. In collecting the data, the researcher used test in form multiple choice question. After giving pre-test and post-test, the researcher analyzed the data by using SPSS to compute Mann-Whitney because the data distribution was not normal. So, the researcher should use nonparametric test.

According to the data analysis computed by using Mann Whitney, it was showed that Asymp. Sig (2-tailed) = 0.00 and  $\alpha = 0.05$ . It means that Asymp. Sig (2-tailed)  $\leq 0.05$  and  $H_a$  is accepted. The researcher concluded that in this research, there was significant influence of using inquiry chart strategy towards the students' reading comprehension ability in descriptive text at the first semester of eighth grade of SMP Perintis 2 Bandar Lampung in academic year of 2019/2020

**Keywords: Inquiry Chart Strategy, Reading Comprehension Ability, Quasi Experimental**





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## DECLARATION

Hereby, I state that this undergraduate thesis entitled “The Influence of Using Inquiry Chart Strategy towards Students’ Reading Comprehension Ability in Descriptive Text at the First Semester of Eighth Grade of SMP Perintis 2 Bandar Lampung in Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, November 2019

Declared by:

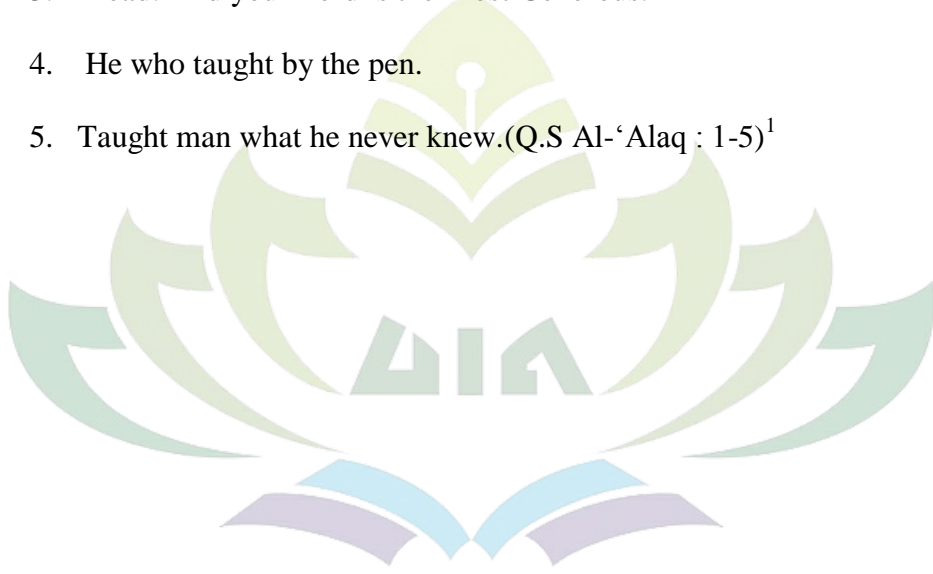
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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ عَلَّمَ بِالْقَلَمِ ﴿٤﴾ الَّذِي عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

1. Read: In the Name of your Lord who created.
2. Created man from a clot.
3. Read: And your Lord is the Most Generous.
4. He who taught by the pen.
5. Taught man what he never knew.(Q.S Al-‘Alaq : 1-5)<sup>1</sup>



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<sup>1</sup> Itani Talal, *The Qur'an*, ClearQuran Dallas, Beirut, 2012. p. 325

## DEDICATION

This undergraduate thesis is dedicated to everyone who loves and cares me. They always support me and never leave me in any condition. May Allah SWT is blessed them in their live. I dedicated this undergraduate thesis to:

1. my beloved parents “Bapak” and “Mamak”. I do love as much as possible that I cannot give them any precious things. I just want to say you are everything, keep healthy and always be happy. Have a blessed life, Bapak and Mamak,
2. my lovely oldest sister Ani yulistina, my oldest brother Pebri Mustika, and my little brother Pitra Maulana whom giving me support and motivate to finish my undergraduate thesis,
3. my boleved lecturers and my Almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

The researcher's name is April Firmansyah. He was born in Purwodadi, on April 5<sup>th</sup> 1995. He is the third child of four children of couple Mr. Jumingan and Mrs. Nawiyah. He has one older sister, one older brother and one younger brother. The oldest sister is Ani Yulistina, the older brother is Pebri Mustika and the last younger brother is Pitra Maulana.

He began formal education at Elementary School at SDN 1 Purwodadi, Gisting and finished in 2007. Then the researcher continued to study at Madrasah Tsanawiyah at MTs Pelita Purwodadi and finished in 2010. Then the researcher entered at Madrasah Aliyah at MAS. Mathla'ul Anwar Landsbaw, Gisting finished in 2013. After that the researcher stay at home untill 2015. Then in 2015, the researcher began to continued his study at Raden Intan Lampung State Islamic University. In the college, the researcher was active in organization in the campus and out of campus. In the campus, the researcher follows UKM INKAI Raden Intan Lampung and in out of campus, the researcher folow MIC community and lampung volunteer.

The researcher

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## ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. All praised be to Allah SWT, lord of the word who always guides and protects his in every step of his life. Because of His blessing, mercy, and His guides Finally, he could finish this undergraduate thesis entitle “The Influence of Using Inquiry Chart Strategy towards Students’ Reading Comprehension Ability in Descriptive Text at the First Semester of Eighth Grade of SMP Perintis 2 Bandar Lampung in Academic Year of 2019/2020”. Sholawat and Salam to our prophet Muhammad SAW who has brought the humans being from the darkness to the lightness and from the bad character to the good one. This thesis is submitted as fulfilment the requirement for the degree of S-1 of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this undergraduate thesis, the researcher has obtained so many helps, assistance, aid, and many valuable things from various sides. The researcher also realized that never finish this thesis. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. H. Moh. Mukri, M.Ag, the Rector of UIN Raden Intan Lampung
2. Prof. Dr. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
3. Meisuri. M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung

4. Rohmatillah. M.Pd, the advisor who has given guides to the researcher to finish this undergraduate thesis.
5. M. Sayid Wijaya M.Pd, the co-advisor who has spent countless time for guiding and correcting this undergraduate thesis.
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7. Kenida Elsa Putri S.Pd, the English teacher for giving contribution while he was conducting the research
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9. All lecturers of English Education Study Program of UIN Raden Intan Lampung who have taught me since the first year of this study.
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11. My beloved Almamater UIN Raden Intan Lampung.

Finally, the researcher is aware that there are many weaknessess in this undergraduate thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, November 2019  
The Researcher

April Firmansyah  
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

The ability to read is needed to open horizons, insights, and increase students' knowledge in the learning process. Patel and Jain said reading for people is the most helpful and crucial ability.<sup>1</sup> This means that reading is an important skill that the students must learn reading because reading will provide students with information and knowledge and also can improve their knowledge.

Sometimes, reading is simple activity but actually reading is complex activity for students. According to Rahman in Fernandita that reading is active process to understand words in text because reading involves knowledge of language, the processing of messages the text carries, guessing power of the reader to certain extent, perception, psychomotor movements and emotional response.<sup>2</sup> It means that reading is a complex activity between students' ability and process itself because students not only just read the text but also must expected to observe, understand and think.

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<sup>1</sup> M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools, & Technique)* (Vaishali Nagar : Sunrise, 2008), p.113

<sup>2</sup> Fernandita Gusweni Jayanti, "Reading Difficulties: Comprison on Students' and Teachers' Perception". *Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies*. University of Bengkulu 2016. p.297.

Reading skills are very important for students because if the students' ability to read is good, their ability to speak, listen, and write will also be good.<sup>3</sup> This means that students can develop other skills by reading, because if their reading skills are good, it will be easier to master other skills..

Reading comprehension is the one of the skills that students must master because reading comprehension is very important in teaching reading. Without reading comprehension, readers can not get information from text. Because of that the purpose of reading comprehension is a process to find meaning and as the purpose of the reading material.

In teaching reading comprehension must be effective because the teachers should deliver some material, learning assessment and method. The English teachers just not only make student more active, but also the teacher must make student understand and comprehend about the teaching material. The teacher should give some simulation to student to make student interesting. As Patel and Jain stated teaching reading is very important skill because this is the level where the knowledge of students begin to flight.<sup>4</sup> The selection of reading material should be authentic and how make teaching can be effective.

However in reality, the teacher only explains the material and give assignment to students. This makes students have low understanding in reading text. Erliza, Irfani, and Nursaid stated that problems that are often found in the

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<sup>3</sup> Brown H. Douglas, *Teaching by Principle an interactive Approach to Language Pedagogy*, (second edition) (San Fransisco state university, 2000), p. 298

<sup>4</sup> M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools, & Technique)* (Vaishali Nagar : Sunrise,2008),



process learning, especially reading comprehension are teachers who prefer to lecture for reasons of solid material and limited time.<sup>5</sup> In order that the material should be given in the form of practice and group work is still provided with lectures. As a result, students cannot develop learning creativity optimally and responsibly. The low motivation and creativity of students in learning, especially in reading comprehension can be indicated because the learning model is boring and turn off the imagination of students in expressing their ideas and opinions about the material lesson.



Teaching reading comprehension is not an easy thing. According to Chaudran in Muslaini, studying English is not an easy for Indonesian students because in term of spelling, sound, pronunciation, vocabulary and culture between English language and Indonesian language are very different.<sup>6</sup> For some students, learning reading is difficulty activity. Students find difficulties in learning reading comprehension. There are some problems like students are lack motivation in reading comprehension and lazy to read. It is also found at SMP Perintis 2 Bandar Lampung that the researcher had interviewed.

Following the preliminary research of an interview with English teacher at SMP perintis 2 Bandar Lampung, Kenida Elsa. S.Pd. Miss Kenida has taught English from 2013 untill now. When the researcher interviewed Miss Kenida

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<sup>5</sup> Eliza Daniati et al, “*Pengaruh Strategi Point Terhadap Kemampuan Membaca Pemahaman Siswa Kelas Viii Smpn 3 Talamau*” Jurnal Pendidikan Bahasa dan Sastra Indonesia, Vol. 1 No. 1 September 2012; Seri B 87 -, FBS Universitas Negeri Padang, 2012. p.264

<sup>6</sup> Muslaini, “*Strategies for Teaching Reading Comprehension*”. English Education Jurnal. Vol. 8 no.1, Syiah Kuala University, 2017, p. 69

about the problems that appear while the teacher teaches her students, the teacher said that the most problem is when taught in teaching reading comprehension. The teacher felt that her students was not interested and feel bored if the text which given by her is too long especially in the descriptive text. The teacher found some difficulties when she taught descriptive text such as students was not have many vocabularies, the students translated from word by word, the students felt bored and not interesting when learning reading comprehension and the basic of all these problems is that they consider English very difficult to learn. It means that of all the problems can make students low motivation in reading comprehension. The researcher also asks the teacher about the strategy of the teacher in teaching reading comprehension. The teacher said she used semantic mapping to teach reading comprehension in descriptive text.

Researcher also asked some students for their opinions about reading English text in their English lesson. Almost all of them answered that they liked English but they had difficulty when answering English reading text questions because they did not understand what the text meant and did not understand the meaning of words to words in English text. And students felt boring when reading English texts that are too long. And some students answered how to teach teachers less interesting. The teacher only lectures in front or explains the material then gives assignments on the student worksheet.

Based on the problems the researcher assumes that the problems come from internal and external factor. Internal factor is something that comes from



students themselves like their motivation and interest in reading. Therefore external factor come from teachers' side. Like how to teach is less attractive to students and the teaching method used is not effective in building student motivation

As a matter a fact, there are many strategies and methods can be used to increase students' reading comprehension and build students' motivation. It means that the researcher should use strategy of teaching that can develop the reading comprehension of the students. In this case, the one of strategy can be used to solve students' reading comprehension problem is inquiry chart strategy. The researcher determined to choose inquiry chart strategy.

Inquiry chart strategy can make students to be active reader and give good challenge to increase students' social or peer cooperation. Hoffman in Antonacci said that Inquiry chart is a data table that guided students in organizing information they retrieved from a wide range of materials. He also said that this strategy is done well in the classroom where a teacher makes small group research using multiple sources of information.<sup>7</sup> It means that this strategy can make students to get information about topic from several sources. According to Barbara and Virginia that this chart is based on inquiry, meaning that inquiry chart

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<sup>7</sup> Antonacci Patricia A. *Developing Content Area Literacy*. Chicago: SAGE Publications, Inc, 2011. p.143

is designed around few question that can motivate students to think, observe, and investigate.<sup>8</sup>

This strategy gives the significant advantages, so that this strategy can apply it in learning process and get the good of reading comprehension by the students as a result. Antonacci and O'callaghan state the advantages inquiry chart strategy can help students in developing question, accessing and organization information for understanding, reporting and presenting research finding.<sup>9</sup> It means that students could identify the questions of the topic they are searching through information. Thus, they can understand the information it has on its compare through a variety of sources

Inquiry chart strategy was appropriate to overcome students' problem in reading comprehension ability and to be used effectively to teach reading comprehension. It was achieved by Ciptoharmi.<sup>10</sup> The result of the Nul hypothesis (Ho) were rejected on the basis of this research and the Alternative Hypothesis (Ha) was accepted. Therefore, Inquiry chart strategy is very significant for the students of SMAN 7 Kediri. such as: he can understand the text, improve the vocabulary, find the characteristic of news item text, identify the main idea and topic of a text, identify the detail information of a text, they are also more active

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<sup>8</sup> Barbara Moss and Virginia Loh-Hagan, *40 strategies for Guiding Readers through Information Text*. (New York: The Guildford Press, 2016), p.158

<sup>9</sup> Antonacci Patricia A. *Developing Content Area Literacy*. Chicago: SAGE Publications, Inc, 2011. p.143

<sup>10</sup> Meika Wahyu Ciptoharmi, Thesis S1 Degree, *The Effect of Inquiry Chart toward the Tenth Grade Students' Reading Comprehension at SMA Negeri 7 Kediri*. (Universitas Nusantara PGRI Kediri, 2014) . p.6



in learning English especially in reading lesson and make a conducive class in teaching and learning process.

In others previous research was conducted by Pariska. Based on this research, in the control class, students' reading comprehension for report text taught without using inquiry chart strategy classified that students had little increasing of their reading comprehension in report text. It was not as experimental class. Following pre-test and post-test between class of control and class of experimental had big different.<sup>11</sup>

Based on the previous research, the researcher can conclude the inquiry chart strategy can help student understand text, improve the vocabulary, identify the main idea, topic of the text and identify detail information of the text. They also could be active in learned reading comprehension. So, this strategy is appropriate for teaching and learning process and can increase students' reading comprehension.

There are some variations between these prior research and current research based on the previous description. The first previous research used inquiry chart strategy to teach reading comprehension through non-specific material, and the second previous research used inquiry chart to teach report text in reading comprehension. While, the present research would use inquiry chart strategy to teach descriptive text reading comprehension. The first preceding

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<sup>11</sup> Dian Pariska, Thesis S1 Degree, *the effect of using inquiry chart strategy toward reading comprehension in report text of the second years student at MA. Daarun Nahdhah Thawalib Bangkinang*(State Islamic of Sultan Syarif Kasim, Riau Pekanbaru, 2013). P.43

research discussed the impact of the inquiry chart strategy and the second preceding research discussed the effect of using inquiry chart strategy towards reading comprehension in report text. Therefore, in present research will talk about influence of using inquiry chart strategy toward reading comprehension ability in descriptive text.

Based on the explanation, the researcher intends to use inquiry chart strategy to teach reading comprehension in descriptive text. So the researcher will be conducted the research entitled “the influence of using inquiry chart strategy towards students’ reading comprehension ability at the first semester of eight grade of SMP Perintis 2 Bandar Lampung in academic year of 2019/2020”.

## **B. Identification of the problem**

The researcher identified the problems as follows, based on the context of the problems:

1. In particular, students have difficulty understanding text on descriptive text.
2. The students do not master the vocabulary.
3. The students still translate word by word.
4. The students feel bored reading.
5. The teacher’s strategy to teach reading comprehension is less interesting.

### **C. Limitation of the Problem**

The researcher tried to establish whether the effect of inquiry chart on the ability of students to understand reading. The researcher would limit the students' reading comprehension in descriptive text especially in description of people on the theme of Family, description of Hero of National, and description of place on the theme of tourism place,

### **D. Formulation of the Problem**

The researcher have formulated this research based on the limitation of the problems as follows: is there a significance of using inquiry chart towards students' reading comprehension ability at first semester of the eighth grade of SMP Perintis 2 Bandar Lampung in academic year of 2019/2020.

### **E. Objective of the Research**

The research objective was to know whether there is a significance of using inquiry chart strategy towards students' reading comprehension ability at first semester of the eighth grade of SMP Perintis 2 Bandar Lampung in academic year of 2019/2020.



## **F. Significance of the research**

Results research are expected to give the theoretical and practical contribution.

### **1. Theoretical**

For theoretical, contribution the research result are expected to give the information to the readers about the using of inquiry chart strategy toward reading comprehension ability and it can be useful also to the readers to enlarge and develop their insight and knowledge. And also, this research can be used for the next researchers as the reference if they want to conduct the research about inquiry chart strategy.

### **2. Practical**

For practical applications, contribution the research result is hoped to provide the information that Inquiry chart strategy can be used as strategy in teaching learning process, especially in reading comprehension ability.

#### **a. For the teacher**

To provide information to English teacher that can use this strategy to teach their students in reading comprehension.

#### **b. For the students,**

To give students hope that this strategy will increase the ability of students to understand English text.

c. For the other researcher

The researcher hope the result of research was useful and can be improve the knowledge about inquiry chart strategy in teaching reading comprehension.

### **G. Scope of the Research**

In this research, the researcher determines the scope of the research as follows:

a. Subject of the Research

The students at the SMP Perintis 2 Bandar Lampung's eighth grade were the subject of this study.

b. Object of the Research

The objects of the research were inquiry chart strategy and the students' reading comprehension ability.

c. Place of the Research

The researcher was conducted at SMP Perintis 2 Bandar Lampung,

d. Time of the Research

The research was conducted at the first semester in the academic year of 2019/2020.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

In this chapter, the researcher concern with some theories related the framework of study as follows:

##### 1. Reading

###### a. Concept of Reading

According to River in Hasbiani, reading is that the most vital activities in learning a language, not solely as supply info and increasing information.<sup>1</sup> In this case, Kridalaksana in Hasbiani defined that reading may be a method conclude info from the text, either within the type of the text or image or diagram or combination of it all.<sup>2</sup> Meanwhile, Grabe and Stoller stated reading is the capacity of readers to extract meaning from the text and properly interpret this knowledge.<sup>3</sup> Based on the theory, reading is a process constructing meaning from written message that is performed by the reader in order to obtain data or information from the text and to comprehend what they are reading.

In academic context, Nunan in Rodli clarified that reading is one of the main activities in every class because reading is not only an information

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<sup>1</sup> Hasbiani Abdul Manan, "Teaching Reading Comprehension by Using Short Stories" English Education Jurnal. Vol 8 No 3, Syiah Kuala University. P.407

<sup>2</sup> *Ibid.*

<sup>3</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading second edition*, (New York: Routledge, 2011), p.3



and entertainment source for students but also a consolidating and development of one's knowledge, literature, and culture.<sup>4</sup>In this case, knowledge or information which students get from what they read in the classroom can give contribution in every part of their life.

Another Harmer statement says that reading is an incredibly active activity, not passive skills. The readers must know the texts mean, see the image the text paints, understanding the arguments in the text, and learn whether we agree.<sup>5</sup>Therefore, reading is active capacity that enables readers to comprehend the meaning of the text and can interpreting meaning in the text.

Tomkins and Hoskisson in Latif explained that reading have two purposes. It is reading for enjoyment and reading to carry away information.<sup>6</sup> Reading for pleasure only focuses on the experience of their reading. They just focus on their brain, pictures, feelings they get after reading, and enjoy during reading. Meanwhile reading to get information or knowledge, it is concentrate on the public or trending in the world, common referents of the word. Its mean text have to popular or trending and existence of reading material is very important for their life.

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<sup>4</sup> Moh. Rodli and Hari Prastyo, "*Applying Reciprocal teaching Method in Teaching Reading*". Studies in Linguistic and Literature. Vol 1 No 2. Islamic Institute of Uluwiyah, Mojokerto P.113

<sup>5</sup> Jeremy Harmer, *How to Teach English* (An Introduction to the Practice of English Language Teaching, (New York: Longman, 2001), p.70

<sup>6</sup> Syaifudin Latif Darmawan, "*Promoting Students' Explicit Information Skill in Reading Comprehension through Graphic Organizers*". Teacher Training and Education Faculty, Muhamadiyah University of Metro. Vol 2 No. 2. P. 112

The terms of types reading in language, as stated by Alyousef that he mention there are two basic genres of reading related to its function: extensive and intensive reading. Intensive reading problems with the text. learners should be interested in reading content during extensive reading.<sup>7</sup> Extensive reading in this case is the learning process with the appropriate level. The students will focus on the text and understand the meaning of the text when reading material. In the meantime, intense reading should concentrate on the development of students learning and the regulation of language usability. The grammar translation method is the traditional technique for intense reading.<sup>8</sup> This means that intense reading is necessary in order to understand the text. Intensive reading usually uses translation to make students active in teaching learning process.

Following clarified theory about reading, it may be deduced that reading is essential skill for pupils because reading is not only a source of information for pupils but also to improve their knowledge, literature, and culture. Hopefully, it can give contribution in their life. Furthermore, reading is ability of people in order to get knowledge or information from written material or text to comprehend the message in the text.

## **b. Concept of Reading comprehension**

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<sup>7</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York :Routledge, 2009), p.

<sup>8</sup> Ibid. p. 25

Reading comprehension is reading activities that can build an understanding in order to comprehend and know the meaning what they are reading. According to Harris in Eliza, reading comprehension is characterized as a result of the interaction between the interpretation of graphic symbols representing language and the world's reading language skills and knowledge.<sup>9</sup> Reading comprehension means that the reading can be interpretation what they are reading and engaged between represent language, the reader language skill, and knowledge of the world.

According to Grabe and Stoller, reading for general comprehension is the ability to understand and interpret information in text but comprehension abilities are much more complex processes.<sup>10</sup> It means learning comprehension is a complex process for recognizing details in the text and for gaining new insight and being able to interpret what they are reading.

In addition, Lems and Soro in Yanuarti explained that reading comprehension is the capability to construct meaning from a given written text.<sup>11</sup> Sweet and Snow also define that reading comprehension is the process of extracting and building meaning simultaneously.<sup>12</sup> Based on the mention that reading comprehension is a process of extracting and

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<sup>9</sup> Maithel Eliza and Jufri, "Teaching Reading Comprehension Through Group Presentation at Senior High School". *Journal of English Language Teaching*, Vol. 1 No. 1. P.213

<sup>10</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading second edition*, (New York: Routledge, 2011), p. 11

<sup>11</sup> Yanuarti Apsari and Yana, "Teachers' Technique and Problems in Teaching Reading". *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, Vol. 2 No.2. P.220

<sup>12</sup> Ibid.



constructing a meaning from a written text and given new information or new knowledge.

The categories of comprehension skills are cumulative, one being built on the other. Following Brown's theory of language assessment, some standards are widely used to test students' reading comprehension, particularly in reading. They are main idea, expression/idioms/phrases in context, inferences (implied detail), grammatical features, detail (scanning for specially stated detail), excluding facts not written (unstated detail), supporting idea, and vocabulary in context.<sup>13</sup>

Ahuja in Yanuarti said that there are three levels of comprehension. The first level is literal comprehension. Comprehension of this level involves surface meanings. At this level, can asked students to find information and ideas that are explicitly stated in the text. The second level is interpretive or referential comprehension. At this level students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. This level includes thinking process such as drawing conclusions, making generalizations and predicting outcomes. Finally, the third level of comprehension is critical reading whereby ideas and information are evaluated. At this level, the teacher can test students' ability to differentiate between fact and opinion, the ability to recognize persuasive

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<sup>13</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education Inc, 2004), p.206

statements, and the ability to judge the accuracy of the information given in the text.

The researcher believes, based on all claims that comprehension of reading is communication process between the reading person and the text to understand the word, to connect the word to the target language, and to understand the purpose of the text. in addition, in comprehension of reading, the reader must also be informed about all the parameters.

### **c. Concept of Teaching Reading Comprehension**

Teaching is an activity that allows teachers to communicate with students. In teaching process the students must active to develop their knowledge and to get new information.

According to Brown said teaching directs and encourages learning, helps the students to find out and sets the learning conditions.<sup>14</sup> This suggest that teaching could be a method during students gain new knowledge from their learning experiences. The teacher ought be versatile within the learning process in teaching process and make the learning process more meaningful for the students to be confident in the process of learning and teaching.

It is necessary for teachers to teach reading activities. Because teaching reading is part of teaching English skills. There are many ways to teach

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<sup>14</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

reading. By reading, students will get many advantages. When students read some reading material, their vocabularies will be increasing and it will improve their comprehension ability. It will be better if they read many texts because by doing so, they will get more knowledge. In comprehending some texts, students try to construct meaning the writer wants to share. Every student has to read constantly. If they do not read, they will find difficulties in comprehending the texts. Choosing reading texts which are related to students will be good since they have more or less background knowledge about that and it will help students comprehend the texts. In order to get the maximal benefit from reading, the readers should understand the approaches in reading. There are three approaches in the reading process, namely the top-down, the bottom-up, and the interactive processing.

According to Harmer explained that the principle of teaching reading is six principles as follows:

1. Reading is not a passive skill. It is an incredible active occupation.
2. Students must be interested in what they are doing. Students who are not interested in reading text can not benefit greatly from reading.
3. It is important to encourage students to react to the content of the text and to express their feelings about the subject.



4. Prediction should be a major factor in reading. Teachers should provide the prediction activities to let the students predict what is going to happen as they read text.
5. The tasks should be matched with the topic. The teachers need to choose good reading tasks to help students interest in reading the text. An interesting text can be accompanied with imaginative and challenging tasks for students.
6. Teachers can incorporate the reading text into an engaging sequence of classes by using the topic for discussion and further tasks.

Referring to the principles of teaching reading if the teacher want effective and efficient in teaching reading, the teacher should follows principles of teaching reading. There are some principle of teaching reading should be considered carefully by teachers. The teacher should be work hard in preparing an interesting and motivating lesson for teaching reading.

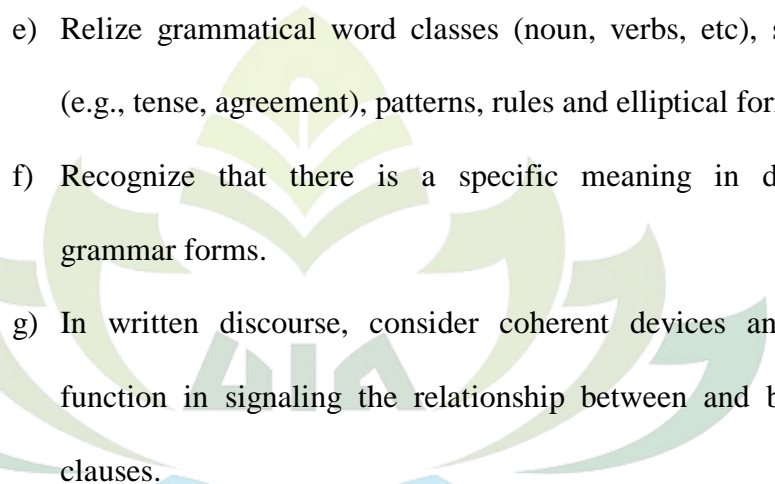
#### **d. Micro and Macro skills of Reading**

There are several micro and macro skills of reading which become the basic principle in teaching reading.

### 1. Macro-Skills

- a) Realize the rhetorical aspects of the written speech and its interpretative meaning.
- b) Realize the communicative functions of written texts by form and purpose.
- c) Infer meaning that is not clear through the use of background knowledge, reduced words and phrases.
- d) From the events, ideas, etc. mentioned, infer similarities and connections between events, deduced causes and effects, and identify relationships such as main idea, supporting idea, new information, provided information, generalization and exemplification.
- e) Distinguish between concepts which are literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. Create and use a battery of reading techniques, such as scanning and skimming, identifying discourse signs, conjecturing the significance of background terms, and enabling text interpretation schemes.

### 2. Micro-skills

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- a) Discriminate between English distinctive graphics and spelling patterns.
  - b) Maintain chunks of language in short-term memory of various lengths.
  - c) Effective speed writing process to suit the purpose.
  - d) Knowing a core of words, and understand word order patterns and context.
  - e) Relize grammatical word classes (noun, verbs, etc), systems (e.g., tense, agreement), patterns, rules and elliptical forms.
  - f) Recognize that there is a specific meaning in different grammar forms.
  - g) In written discourse, consider coherent devices and their function in signaling the relationship between and between clauses.

Teaching reading is not passive activity based on these definitions, students have to enjoy reading. Because we know the benefits of reading, the knowledge they have never learned before is given to students. it takes more than just reading text to teach literacy, we need to be careful how to teach our students reading text. to make the teaching and learning process more effeicient, students and teacher can be a partner in teaching reading.

## 2. Descriptive Text

As we know based on the 2013 curriculum, junior high school students are taught several texts in learning and teaching process. They are descriptive, recount, and narrative. On the basis of this description, the descriptive text is one of the type of texts that learners in educational institutions need to understand.

**a. Definition of Descriptive Text**

In descriptive text, the students must be able to tell about something distinctly, such as people, things and animals. As stated by Elvira and Ardi that descriptive text can be used by someone to define a person, place, and thing. They can be described them in oral form or written form in his/her daily life.

According to Knapp and Watkins in Noprianto Descriptive text could be a kind of text that the author or speaker to explain to the readers or hearing a selected issue, person, animal, place and or event.<sup>15</sup> Thus, descriptive text is a text for describing object to another.

**b. Social Function of Descriptive Text**

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<sup>15</sup>Eko Noprianto, "*Teachers' student's Descriptive Text Writing in SFL Perspectives*". IJELTAL (Indonesian Journal of English Language Taching and Applied Linguistic), Vol. 2 No.1. p.67



According to Wignel said that descriptive text has social function to describe specific person, place or thing.<sup>16</sup>Meanwhile, Wishon and Burks argue that descriptive text is used to describe the character or personality of people, even more than the outward appearance of people and also descriptive text can tell about the way things, smell, taste, feel, or kind of their sound.<sup>17</sup>Kane also claimed that descriptive text's social function is to define and clarify specific person, location, or object in details or clearly to allow the reader to interpret the description.

The researcher inferred from the observation that descriptive text is used to clarify and define everything from the general to the particular or descriptive texts is describes a specific object.

### **c. Generic structure of Descriptive text**

Wardani and her friends said that descriptive text could be a text that has specific data concerning person, place or factor. They conjointly wrote concerning the generic structure of descriptive text. They are two generic structures of descriptive text:

#### **a. Identification**

The identification is telling about introducing subject or thing that will be illustrated.

#### **b. Description**

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<sup>16</sup>Ire Elvira and Havid Ardi, Teaching Descriptive Text by Using Rainbow Cards in Teaching Speaking For Juniorhigh School Student. JELT. Vol.3, No. 1, September 2014. p. 2

<sup>17</sup>George E. Wishon and Julia M. Burks, *Let's Write English – Revised Edition*, (New York: Lition Educational Publishing, 1980), p. 379

The description is giving brief details about who, or what of the subject.<sup>18</sup>

#### **d. Language Features of Descriptive text**

Language features commonly found in descriptive text. Descriptive text usually used present tense, specific thing or character, etc. this indicates that the descriptive text includes certain language features. According to Emilia and Christie in Noprianto stated that the language features usually found in descriptive text are:

- a. Focus on particular participants as the main character (Soekarno, My Father, Pahawang Beach).
- b. Usually using simple present tense as dominant tenses (My Father is a Hero in my life, Pahawang Beach is one of the beautiful beaches in Lampung).
- c. Use linking verb or relation process (is, are, has, have).
- d. Use action verbs or material process (I eat banana, Budi runs fast).
- e. Use mental verbs or mental process when describing feeling (love, see, worry).
- f. Use adjective and adverb (beautiful, handsome, in school).
- g. Use adverbial phrases (very quickly, at home, in this market).

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<sup>18</sup> Imelda Wardani, Hasan Basri and Abdul Waris, *Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique*. e-Journal of English Language Teaching Society (ELTS). Vol. 2, No. 1, 2014. p. 2

### e. Example of Descriptive Text

#### MY FATHER

##### Identification

My father is Apriyadi Abdul Barie. Now he is 45 years old. My father is a good-looking person with his ideal appearances. I love him so much because he is my hero in this world.

##### Description

He has thin eyebrows and oval shaped face. His skin is white and He has knowledge because he does such work routinely. He is a civil government. He manages his job well.

One of my father's hobbies is fishing. He likes to spend a couple hours just for waiting a fish catches his bait. Most people think it is boring, but for my father it's like the best activity to do in his spare time. Besides that, my father loves listening to the music. Slow rock music is a genre he likes most such as "she's gone" "you're all that I need".

He is a great man for me and my family. He can be a good father and sometimes he can take mom's part when she is outside such as prepare the lunch, clean and manages the house. He can also be a good friend for his daughter. The best part when I have a conversation with him is he always can make fun joke, and that always make me laughing so hard.

## LEMBAH PELANGI WATERFALL

### Identification

For local or foreign tourists, Lembah Pelangi Waterfall sounds unfamiliar. Lembah Pelangi Waterfall is situated in the village of Sukamaju, sub district of Ulubelu, district of Tanggamus, province of Lampung, Indonesia. Entry to this place is quite difficult because the sub-district of Ulu Belu is a remote Lampung area with its hilly contours that make this tourist spot elusive.

### Description

Lembah Pelangi Waterfall has two tiers where there are two branches of the waterfall on the second level. The waterfall of the first level is about 100 meters high, while the waterfall of the second level is about tens of metres. The greatest pleasure of this waterfall is the rainbow that emerges as the name suggests between the valley and the waterfall. The quiet, gurgling sounds of the waterfall are like a song of nature that can erase the tiredness of the long journey to get there. There are several hot water spots under the waterfall that can be a fun place to bathe..

A panorama of natural beauty will be shown in this location, which is very fascinating for every pair of eyes that see it. In reality, rocky hills with leafy trees will soothe both of your eyes.<sup>19</sup>

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<sup>19</sup><https://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>



The researcher found language features in the example of descriptive text as follows:

- a. Focus on particular participants as the main character (Soekarno, My Father, Lembah Pelangi Waterfall).
- b. Usually using simple present tense as dominant tenses (He is a great man for me and my family,).
- c. Use linking verb or relation process (is, are, has, have).
- d. Use action verbs or material process (my father love listening to the music, he always can make fun joke).
- e. Use mental verbs or mental process when describing feeling (love, like, see, interesting).

### **3. The Students' Reading Comprehension Ability in Descriptive Text**

Comprehension of reading is very necessary, not only to understand documents, but also to improve awareness, educational success, and work. In this case, students should be good in reading comprehension ability because from understanding texts students can increase their knowledge, success in education, and get a job.

According to Klingner and Boardman comprehension of reading is the method of creating meaning to integrate complex processes, include word reading, word processing, their awareness and fluency in reading.<sup>20</sup> This means that reading comprehension is crucial for students in their life because

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<sup>20</sup>Janette K. Klingner et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. London: The Guildford Press, 2007. p. 2

students could be get information and increase their knowledge from reading comprehension.

Descriptive text is one type text of reading text that use to describe something, animal, or person. Descriptive text refers to a text focus on describing particular thing, items or individuals and it specifies some their characteristic.

On the basis of these explanation, researcher claimed the reading comprehension of students in descriptive text could be their ability to understand detailed information from descriptive text across eight reading comprehension criteria.

#### **4. Inquiry Chart (I-Chart) Strategy**

In teaching reading, there are many strategies for teaching reading comprehension. The one of them is inquiry chart strategy. The researcher will chooses inquiry chart because inquiry can develop students' motivation and make students attractive in learning process. In some previous researches, inquiry chart strategy has significance effect in teaching learning process. This sub-chapter consists of three sections. The first is definition of Inquiry chart strategy, the second is the purpose of Inquiry chart strategy, and the third is the advantages of Inquiry chart.

### a. Definition of Inquiry Chart Strategy

Inquiry chart strategy is a strategy that enables students to get information about topic from several sources. According to Hofman in Antonacci said that Inquiry chart strategy is a data table that guide students in organizing information they retrieved from a wide range of material.<sup>21</sup> In this case, this strategy used chart that guides students in keeping record of text. Making reference to their question, and identifying information.

Inquiry Chart Strategy is a process offer another framework for teachers to support in the acquisition of knowledge through reading. Ogle and Klemp in latifah states that inquiry chart strategy is a strategy helps students to understand that author vary in how they present information and interpret event.<sup>22</sup> It means that this strategy can increase their information and get new knowledge from the actual information and they can develop their ideas to compare information with any sources.

Meanwhile, Buehl explains that inquiry chart strategy is emphasized research as a process of inquiry based on a reader's

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<sup>21</sup> Antonacci Patricia A. *Developing Content Area Literacy*. London: SAGE Publications Inc, 2011, p.143

<sup>22</sup> Siti Latifah and Syayid Sandi Sukandi, S.S, M.A, "Teaching Writing By Combining Inquiry Chart Strategy And Praise-Question-Polish Strategy For Junior High School" STKIP PGRI Sumatera Barat.

curiosity rather than just an isolated collection of information.<sup>23</sup> It means that the inquiry chart could build students' curiosity and helps focus their learning. They are tool for documentation students' thinking, and they serve to guide their learning.

In addition, Barbara and Virginia explained that inquiry chart or I-Chart is design around several questions that encourage students to think and investigate.<sup>24</sup> It means that this strategy is a design for students to investigate and think that using several questions. Here, students explore the information from various sources using several question and students record what they want to know about a topic and what they found after they read.

Based on all definitions of inquiry chart strategy, the researcher assumes that inquiry chart strategy is a design or data table guide students think and investigate what they want to know and find from theirs reading. From that, the researcher concludes that this strategy can help students develop the students' reading comprehension and make teaching and learning process effectively.

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<sup>23</sup> Dough buehl. *Classroom Strategies for Interactive Learning*. USA: SAGE Reading Association, 2014 . p.123

<sup>24</sup> Barbara Moss and Virginia Loh-Hagan. *40 Strategies for Guiding Readers Through Informational Texts*. New York London: the Guildford Press, 2016. p.158



### **b. The Purpose of Inquiry Chart Strategy**

According to Antonaci said that the main purpose of inquiry chart strategy is to guide student in developing questions, accessing and organizing information for understanding, reporting and presenting research findings.<sup>25</sup> Thus, the purpose of inquiry chart strategy is not only assist students to get information but also should be understanding and can interpret what they are reading.

In other hand, Barbara and Virginia explained that the purpose of inquiry chart strategy is to help students critically organize and analyze the information they get from text.<sup>26</sup> It means that inquiry chart strategy can help students organize and analyze information which they get after reading. It can make students interactive in learning process.

### **c. The Procedure of Inquiry Chart Strategy**

According to Hoffman explained that procedure of Inquiry chart strategy have three phases as follows:

#### **1) Planning phase**

1. Topic identification, for illustrative purposes, I use Family as a topic to study.
2. Question formation, these questions, at least initially, will drive the investigation process. These statements are made in the form of

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<sup>25</sup> Antonacci Patricia A. Loc.Cit

<sup>26</sup> Barbara. Op.Cit. P. 159

questions. Identify the two, three, or four ideas or the most significant points that exist.

3. I-Chart construction, the teacher records the topic, title, and guide questions on the chart. Additional information was recorded during the study.
4. Material collection, these materials may include trade books, journal articles, chapters for textbooks, and encyclopedia entries, among others. Bibliographic information is recorded on the I-Chart under Resources, when used in instructions.

## 2) Interacting phase

1. Exploration of prior knowledge and beliefs, the teacher checks students for how they will respond to each question on the graph. This idea might be "accurate" or "inaccurate."
2. Sharing of interesting facts and new questions, the two columns labeled Interesting Facts and New Questions come into play. An interesting action column is a place for teachers to record interesting formations but information that is not related to any of the questions specified on the graph. The New Question column is a place to record every question that a student might ask to a different study than the one asked by the teacher.
3. Reading and recording, read various sources and Record responses. Students can do independent or guided reading. If only one copy is available, the text can be read aloud to students.

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